

St. Clair Catholic District School Board  
Student Information Sheet

Grade: **9 Essential**  
Course Code: ENG 1L0  
Course Type: **Essential (Locally Developed Compulsory Credit Course)**  
Credit: **One**  
Prerequisite: **None**  
School: **Ursuline College Chatham**  
Department: **English**  
Program Head: Ms. C. Dunn

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Course Description:

**This course provides foundational literacy and communication skills to prepare students for success in their daily lives, in the workplace, and in the Grade 10 LDCC Course.**

**The course is organized into strands that develop listening, speaking, reading, viewing and writing skills. In all strands, the focus is on developing foundational literacy skills and on using language clearly and accurately in a variety of authentic contexts.**

**Students develop strategies and put into practice the processes involved in speaking, listening, reading, viewing, writing, and thinking, and reflect regularly upon their growth in these areas.**

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How this course supports the Ontario Catholic Graduate Expectations:

**Though the use of the Catholic course profile as well as additional resources (I.C.E. documents) the Ontario Catholic Graduate expectations will be addressed.**

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How this course supports the competencies of Choices Into Action:

**It incorporates all "Areas of Learning", pages 8 – 10 Choices Into Action.**

1. Overall Expectations for Student Learning:

**Through this course, students will be expected to demonstrate knowledge, skills and values related to the following strands:**

**Strand: Developing Listening and Speaking Skills**

- use listening skills to participate in formal and informal classroom discussions
- use speech to develop thinking skills in small and large group interactions
- contribute ideas and converse while participating in classroom activities
- identify their strengths as oral communicators and reflect on next steps in further developing listening and speaking skills

Strand: Developing Reading and Viewing Skills

- develop reading and viewing strategies to understand and make connections with texts that are part of school, workplace, and everyday life
- read and recognize a variety of short, engaging, authentic, and relevant print and non-print text forms, both teacher and student selected
- identify their strengths as independent readers and viewers and reflect on next steps in further developing their reading and viewing skills

**Strand: Developing Writing Skills**

- **apply the writing process by generating**
- **and organizing ideas, writing a draft, revising,**
- **and editing to produce a variety of short**
- **written texts;**
- **convey information and ideas clearly in a**
- **variety of short written forms;**
- **identify their strengths as writers and reflect**
- **on next steps in further developing their**
- **writing skills;**

2. Expectations: Learning Skills

**It is expected that students will also demonstrate the following (this is not intended to be an exhaustive list):**

- **Independent working ability**
- **Team work ability**
- **Organizational skills on a daily basis**
- **Strong work habits**
- **Initiative in all areas of the course**

**Learning skills will be assessed accurately and rigorously according to criteria which have been clearly communicated to the student and will be reported separately from student achievement of the curriculum expectations.**

**The student's demonstrated learning skills in each course will be evaluated using the four-point scale (E-excellent, G-Good, S-Satisfactory, N-Needs Improvement) and will be separated from the reporting of academic achievement.**

3. Supports For Higher Learning:

**Whenever accommodations are made to address student learning needs, or alternative or modified expectations are identified for a student, these accommodations, modifications, or alternative expectations will be outlined in an IEP and will be communicated to parents.**

4. Course Breakdown and Assessment and Evaluation Strategies:

Unit	Unit Title/ Description	Assessment and Evaluation Strategies	Resources
One	Heroes – comic strips; short stories	-comic strip creation -webs related to heroes	<u>Inside Track 1</u> pp 1 - 25
Two	Myths and Legends	-puzzles (word)	<u>Inside Track 1</u> pp 26 - 76
Three	Short Stories	-writing a short story	<u>Inside Track 1</u> "Got Plot" Christmas Story – Word wall
Four	Media -storyboard -news articles	-storyboard -news articles	<u>Inside Track 1</u>
Five	Grammar -infused throughout the course	-a variety of assess- ment tools including quizzes, exercise sheets	<u>Grammar Essentials</u> <u>Spelling Essentials</u> (Jack Booth) (first half)
Six	Novel Study	-experience log -storyboard -writing assignments	<u>The Acorn People</u>
Final Evaluation: Culminating Activities	Independent Study Unit		

Note: Main resources include Inside Track 1 (first part), sections 1 and 2; pages 1 – 160, The Acorn People, Spelling Essentials, Grammar Essentials.

5. Key Dates, Special Events and Additional Considerations:

6. Teaching/Learning Strategies:

- \*Group Work
- \*Pairs Activities
- \*Whole Class Activities
- \*Lectures
- \*Discussions
- \*Presentations
- \*Other

7. Assessment and Evaluation of Student Learning:

Student achievement of the learning expectations will be evaluated according to the following breakdowns:

Category	Evaluation
Knowledge/Understanding	(Term) 25%
Thinking/Inquiry	(Term) 25%
Communication	(Term) 25%
Application	(Term) 25%
Final/Culminating Activities (Independent Study Unit)	(Final) 10% of overall course mark

Term: 90%  
Final: 10%  
Overall: 100%

8. Additional Resources:

Communicating Skills Level 5  
Be a Better Reader Level A

9. School, Department and Classroom Policies:

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(Please detach and return.)

To the student and parent(s)/guardian:

We have read and understood this student information sheet.

Course Code:

Student's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian's  
Signature: \_\_\_\_\_ Date: \_\_\_\_\_